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AUTHOR Weingarten, Samuel; Kroeger, Frederick
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ABSTRACT

A questionnaire designed to obtain information about English in the two-year college is presented. Specific objectives include: (1) to identify and study the unique problems of the two-year college and the ways in which the National Council of Teachers of English (NCTE) and the Conference on College Composition and Communication (CCCC) may assist teachers with these problems, (2) to prepare articles, bibliographies, and reports dealing with the teaching of junior college English for publication in "College English" and "CCC Journal", and (3) to make recommendations to the executive committees of NCTE and CCCC concerning action which might be taken by both organizations to improve the teaching of English in the two-year college. In addition to the questionnaire addressed to the English Department Chairman, a questionnaire for staff members is included. (For related document, see ED 013 604.) (CK)

ED 061 227

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NCTE-CCCC JOINT COMMITTEE ON
"ENGLISH IN THE TWO-YEAR COLLEGE"

Dear English Department Chairman,

Last spring the Executive Committees of the National Council of Teachers of English and the Conference on College Composition and Communication voted to appoint a committee on "English in the Two-Year College". Its purpose is (a) to identify and study the unique problems of the two-year college and the ways in which NCTE and CCCC may assist teachers with these problems; (b) to prepare articles, bibliographies, and reports dealing with the teaching of junior college English for publication in College English and CCC Journal; and (c) to make recommendations to the Executive Committees of NCTE and CCCC concerning action which might be taken by both organizations to improve the teaching of English in the two-year college.

The committee has been at work for a number of months and is now trying to obtain information about English in the two-year college through a questionnaire. We earnestly request that you cooperate with us by giving serious attention to the enclosed copy of the questionnaire. The amount of time and effort required to answer so lengthy a document will be well compensated by the profile of English in two-year colleges which we will be able to construct from such information obtained from English department chairmen. Please help us in preparing this report which will be made available to you in the pages of College English and CCC Journal. Such a report should be of inestimable value to us all in enabling us to see how our work lines up with English instruction in other junior colleges.

We would also like for you to indicate on the back of the questionnaire any projects or experiments being conducted in your college which could be described or reported, under the auspices of this committee for publication in the official publications.

Along with your questionnaire you will find a separate packet containing questionnaires for your staff. We have tried to estimate the size of your staff by a formula involving the total staff and student body and have one questionnaire for each five members of your staff. If you have a teacher who has a Ph.D. degree in English, we would like for him to answer one questionnaire. If you have a teacher who has a Ph.D. degree in Education or an Ed.D., we would like for him to answer one questionnaire. If you have a teacher who has an M.A. and many years experience in junior college English, we would like for him to answer one questionnaire. Will you please distribute the rest of the questionnaires to other individuals who will give us helpful answers? We are trying to get a representative view of faculty opinion, and we can get it only with your help.

Please give us your time and effort in this endeavor which we hope will contribute to the improvement of English instruction in our type of college.

Sincerely yours,

Samuel Weingarten (Chicago City Junior College), Chairman

Frederick Kroeger, (Flint Community College, Flint, Michigan), Associate-Chairman

TE 002 870

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NATIONAL COUNCIL OF TEACHERS OF ENGLISH
CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION
508 South Sixth Street
Champaign, Illinois 61820

COMMITTEE ON ENGLISH IN THE TWO-YEAR COLLEGE

Questionnaire for English Department Chairmen in the Two-Year College

I. GENERAL

A. Type of College

1. (Check as many as are appropriate). Is your college

a. coeducational? _____
b. girls only? _____
c. boys only? _____
d. private (endowed)? _____
e. private (religiously affiliated)? _____
f. public (tax supported)? _____
g. carried on in conjunction with a high school? _____
h. carried on in conjunction with a four-year college? _____
i. independently organized? _____
j. primarily technical? _____
k. primarily agricultural? _____
l. primarily general? _____
m. organized on the semester plan? _____
n. organized on the quarter plan? _____
o. organized on the trimester plan? _____

2. Does your college offer courses in the evening as well as during the day?

a. days only ____; b. evenings only ____; c. both ____;
d. evenings with credit ____; e. evenings without credit ____;
f. evenings both with and without credit ____.

B. Admissions Policy

3. Do you admit all high school graduates in your area? Yes ___ No ___

4. If Yes, is this required by law _____; Voluntary _____?

5. If the answer to 3 is No, please describe briefly the basis of selection, giving names of tests and specific critical scores where you can.

_____

_____

_____

_____

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_____

II. ENGLISH CURRICULA

A. Placement in English Composition

6. Do you place students into various levels of composition (such as, remedial, honors, etc.) at the point of entrance?[1]

Yes _____ No _____

7. If Yes, into how many levels do you place them? Please name the levels:

	Level	Percentage in level
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____

[1] If there is a difference in procedure for entering evening students, please indicate on the back of this page.

8. If you answered Yes to question 6, please describe in as much detail as possible the method you use, giving the names of tests and specific critical scores where possible. If you use an essay, how much time is the student given for writing, what type of topic is used, how is it read, etc.?

9. Is there anything that you can say about the nature of your student body which perhaps affects placement into various levels? If so, please describe (this might include such things as ethnic groups, socio-economic status, or anything you feel is of significance.)

B. The Regular College English Course (for college transfer credit)[1]

10. Which of the following is a part of your regular English Composition course, and to what degree? (Check as many entries as are relevant).

	none	little	some	much	considerable
a. Mechanics (including grammar)					
b. Writing					
(1) Expository					
(2) Argumentative					
(3) Narrative					
(4) Descriptive					
c. Reading					
(1) for analysis and meaning					
(2) as a model for writing					
d. Imaginative Literature					
e. Logic and Argument					
f. Library Research					
(1) formal research paper					
(2) casebook					
(3) other (explain on back of page)					
g. General Semantics					
h. Rhetoric (problems of style, organization, and content.)					
i. Speech					
j. Others (explain on the back of this page)					

1 We are referring to the first course in what is usually a year's sequence (English 101). Questions on the second part of this sequence (English 102) will follow.

11. If grammar was stressed at all in 10, what approach do you generally favor?

    a. traditional ____

    b. structural linguistic ____

    c. some combination of the two ____

    d. transformational (generative) grammar ____

12. If you checked 11b, c, or d, please describe how linguistics is used.

_____

_____

_____

_____

_____

_____

_____

13. You probably checked writing in 10. How many pieces of writing do you generally expect a student to produce in a given term?

    a. Approximate number of papers _____

    b. Of these,

        (1) Written in class _____

        (2) Written out of class _____

        (3) Approximate length, in class _____

        (4) Approximate length, out of class _____

14. (a) If you checked 10d, is the treatment of imaginative literature departmentally prescribed?

    Yes _____ No _____

    (b) If No, does each instructor decide for himself what titles and types to assign?

    Yes _____ No _____

(c) If No, please explain

_____

_____

_____

_____

(d) Could an individual instructor decide to omit imaginative literature entirely?

Yes _____ No _____

(e) If Yes, would the omission violate general departmental policy?

Yes _____ No _____

15. Do you have a syllabus for the regular English course?

Yes _____ No _____

16. If Yes

a. How was the syllabus prepared?

(1) by a committee _____

(2) by the staff as a whole _____

(3) by an individual with released time _____

(4) by an individual without released time _____

(5) by the chairman _____

(6) If by another method, please explain:

_____

_____

_____

b. How often is the syllabus revised?

(1) whenever the need is felt _____

(2) at regular intervals _____

(3) yearly _____

(4) rarely _____

c. Who is responsible for revision of the syllabus?

(1) a committee _____

(2) the staff as a whole _____

(3) an individual with released time _____

(4) an individual without released time _____

(5) the chairman _____

(6) If another, please explain

_____

_____

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d. If you have no syllabus, what method do you use to maintain some unity within the course?

_____

_____

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17. a. Please describe briefly your method of evaluating student achievement at the end of the regular English course.

_____

_____

_____

_____

_____

_____

b. Approximately what percentage of your students in the regular English course receive:[1]

Grade	Percentage
A	_____
B	_____
C	_____
D	_____
F	_____

[1] If your school does not give grades on an A - F scale, please indicate your system plus percentages on the back of this page.

18. What teaching methods do you use? (Check as many as apply)

(a) Lecture ____

(b) Discussion ____

(c) Lecture and discussion ____

(d) Audio-Visual ____

(e) Team teaching ____

(f) TV ____

(g) Programmed learning ____

(h) Other ____ Here please describe in as much detail as you wish any method used in your department that may be of interest and value to other departments. You may wish to use the back of this page.

19. Materials

(a) Please list the texts currently adopted for the regular English course in your department.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(b) Does your staff make use of materials produced within the department (ditto, mimeograph, visual, etc.)?

Yes _____ No _____

(c) If Yes, please describe, especially, anything you think original and likely to be of help to others.

_____

_____

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_____

C. The second half of the regular English course (English 102).

20. Which of the following is a part of your advanced regular English course, and to what extent? (Check as many entries as are relevant) [1]

	none	little	some	much	considerable
a. Mechanics (including grammar)					
b. Writing					
(1) Expository					
(2) Argumentative					
(3) Narrative					
(4) Descriptive					
c. Reading					
(1) for analysis and meaning					
(2) as a model for writing					
d. Imaginative Literature					
e. Logic and argument					
f. Library research					
(1) formal research paper					
(2) casebook					
(3) other (explain on back of page)					
g. General Semantics					
h. Rhetoric (problems of style, organization, and content.)					
i. Speech					
j. Others (explain on the back of page.)					

[1] If your school is/a quarter system, you may have an organization different from that assumed here. If you think the difference would be of significance to us, please explain on the back of this page.

21. You probably checked writing in 20. How many pieces of writing do you generally expect a student to produce in a given term?

a. Approximate number of papers _____

b. Of these,

(1) Written in class _____

(2) Written out of class _____

(3) Approximate length, in class _____

(4) Approximate length, out of class _____

22. (a) If you checked 20d, is the treatment of imaginative literature departmentally prescribed?

Yes _____ No _____

(b) If No, does each instructor decide for himself what titles and types to assign?

Yes _____ No _____

23. Do you have a syllabus for the second part of the regular English course?

Yes _____ No _____

24. a. Please describe briefly your method of evaluating student achievement at the end of the second half of the regular English course.

_____

_____

_____

_____

_____

_____

b. Approximately what percentage of your students in the regular English course receive: [1]

Grade Percentage

A _____

B _____

C _____

D _____

F _____

[1] If your school does not give grades on an A-F scale, please indicate your system plus percentages on the back of this page.

25. What teaching methods do you use? (Check as many as apply)

(a) Lecture ____

(b) Discussion ____

(c) Lecture and discussion ____

(d) Audio-Visual _____

(e) Team teaching ____

(f) TV ____

(g) Programmed learning ____

(h) Other ____ Here please describe in as much detail as you wish any method used in your department that may be of interest and value to other departments. You may wish to use the back of this page.

_____

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26. Materials

(a) Please list the texts currently adopted for the second half of the regular English course in your department.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(b) Does your staff make use of materials produced within the department (ditto, mimeograph, visual, etc.)?

Yes _____ No _____

(c) If Yes, please describe, especially, anything you think original and likely to be of help to others.

_____

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27. What English courses are required for graduation from your school?

a. Only English 101 ____

b. Only English 101 for a certificate ____

c. English 101 and 102, even for a certificate ____

d. English 101 and 102 for an A.A. degree ____

e. Other ____ If other, please explain?

_____

_____

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_____

D. The Honors Sections

28. When students score very high scores on your placement tests (if you have such) do you

(a) exempt them from freshman English? _____

(b) place them in an honors section? _____

(c) place them in the regular program? _____

29. If you checked 28b, please describe how your Honors program differs from the regular program either in method or in materials.

_____

_____

_____

_____

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_____

30. a. Does your method of evaluation of achievement in the Honors program at the end of the course differ from the method used in the regular course?

Yes _____ No _____

If Yes, please explain.

_____

_____

_____

_____

_____

b. Approximately what percentage of your honor students receive

Grade Percentage

A _____?

B _____?

C _____?

D _____?

F _____?

E. Remedial English

N.B. It is entirely possible that your college has more than one level of remedial English, and these may not always involve stressing the same things, nor would they necessarily have identical objectives (e.g. some may lead to terminal programs.) The variety of patterns is so great that these questions cannot possibly probe each individual one. Whenever a question is ambiguous for your college, and you feel you have some important distinction to make, please make the distinction for us on the back of the page or on an attached sheet.

31. Which of the following is a part of your remedial English course(s), and to what degree? (Check as many as are relevant)[1]

	minor minor	minor	major	major major
a. Grammar				
b. Writing				
(1) Expository				
(2) Argumentative				
(3) Narrative				
(4) Descriptive				
c. Reading				
(1) for analysis and meaning				
(2) as a model for writing				
d. Imaginative Literature				
e. Logic and Argument				
f. Library research				
(1) formal Research Paper				
(2) casebook				
(3) other (explain on back page)				
g. General Semantics				
h. Rhetoric (problems of style, organization, and content.)				
i. Other (explain on back of this page.)				

[1]If you have more than one level of remedial courses, and your answers for each level differ, please indicate the areas of difference on the back of this page.

32. a. Does the grammar presented to remedial students differ in any way from that presented to regular students?

Yes _____ No _____

b. If Yes, please explain.

_____

_____

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_____

_____

33. How does the kind of writing and the level of achievement expected differ from that in the regular course?

_____

_____

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34. How do the kinds of readings and their treatment differ from what is done in the regular course? (Are they simpler, dealt with less thoroughly, etc.)?

_____

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35. Please describe here any methods and materials that you have found especially effective in helping remedial students. Gathering and disseminating such information is an important function of this Committee. Use the back of this page if necessary, or you may attach a sheet.

_____

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_____

_____

_____

36. Do you have a syllabus for the remedial course(s)?

Yes _____ No _____

37. If Yes

a. How was the syllabus prepared?

(1) by a committee _____

(2) by the staff as a whole _____

(3) by an individual with released time _____

(4) by an individual without released time _____

(5) by the chairman _____

(6) If by another method please explain:

_____

_____

_____

b. How often is the syllabus revised?

(1) whenever the need is felt _____

(2) at regular intervals _____.

(3) yearly _____

(4) rarely _____

c. Who is responsible for revision of the syllabus?

(1) a committee _____

(2) the staff as a whole _____

(3) an individual with released time _____

(4) an individual without released time _____

(5) the chairman _____

(6) If other, please explain:

_____

_____

_____

d. If you have no syllabus, what method do you use to maintain some unity within the course?

_____

_____

_____

_____

38. a. Please describe briefly your method of evaluating student achievement at the end of the remedial course(s).

_____

_____

_____

_____

_____

_____

b. Approximately what percentage of your students in this course receive

Grade Percentage (If more than one level, please indicate each level).

A _____?

B _____?

C _____?

D _____?

F _____?

39. What teaching methods do you use? (Check as many as apply)

(a) Lecture _____

(b) Discussion _____

(c) Lecture and discussion _____

(d) Audio-visual _____

(e) Team teaching _____

(f) TV _____

(g) Programmed learning _____

(h) Other _____ Here please describe in as much detail as you wish any method used in your department that may be of interest and value to the other departments. You may wish to use the back of this page.

_____

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40. Materials

a. Please list the texts currently adopted in your remedial course(s).

	TEXT	COURSE
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

N. B. If these are for more than one level, please so indicate under course.

b. Does your staff make use of materials produced within the department (e.g. ditto, mimeograph, visual, etc.)?

Yes _____ No _____

c. If Yes, please describe. Again, please stress anything you think original and likely to be of help to others.

_____

_____

_____

_____

_____

_____

41. How do you select the teachers who teach remedial sections?

a. seniority _____ (the least senior take them.)

b. training _____

c. desire to teach such courses _____

d. everyone must take his turn _____

e. other; please explain:

_____

42. a. Have you done any study of the future success of "graduates" of your remedial course(s)?

Yes _____ No _____

b. If Yes, please summarize the results.

_____

_____

_____

_____

_____

_____

43. a. Is there anything in the make-up of the students who need remedial work that seems characteristic? (e.g. poor high school training, ethnic group, socio-economic background, etc.)?

Yes _____ No _____

b. If so, please explain.

_____

_____

_____

_____

_____

_____

44. a. If your answer to 43 was Yes, do you see any way of changing methods and materials to fit these particular groups of students?

Yes _____ No _____

b. If your answer is Yes, we are especially eager to know what your ideas are. Please detail.

_____

_____

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45. What is the attitude of most members of your staff toward teaching remedial course (s)?

a. favorable _____

b. unfavorable _____

c. indifferent _____

d. negative _____

You may or may not wish to remark here:

_____

_____

_____

_____

_____

_____

_____

F. Courses other than composition

46. If your department is called something other than the department of English, what is its official title?

_____

_____

_____

47. Which of the following are under your department in your college? (Check as many as are appropriate).

a. Literature _____

b. Remedial reading _____

c. Developmental reading (college credit reading course). _____

d. Speech _____

e. Theatre _____

f. Journalism _____

g. Technical report writing _____

h. Creative writing _____

i. Advanced composition (beyond freshman composition) _____

j. Advanced grammar (beyond freshman composition)_____

k. Business letter writing _____

l. Other _____ _____

m. Other _____ _____

48. If you checked Literature, list the courses ordinarily offered.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

49. a. If you checked remedial reading, is this course directly related to, and usually taken concurrently with, a remedial English course?

Yes _____ No _____

b. If Yes, do you have various levels of remedial reading courses to go with levels of remedial English courses (assuming you have more than one level of remedial English)?

Yes _____ No _____

c. Who teaches remedial reading?

(1) a teacher with special training _____

(2) any teacher whose turn it is _____

(3) teachers who have been interested and self-trained after starting to teach the course. _____

(4) teachers such as in (3), above, under the direction of one teacher with specialized training _____

(5) Remarks (if any -- for instance, is the major stress on speed or comprehension, do you use machines or films, etc.?)

_____

_____

_____

_____

_____

_____

50. a. If you checked Speech, do you have a Speech class that fits your remedial program?

Yes _____ No _____

b. If Yes, please describe.

_____

_____

_____

_____

_____

III

RELATIONSHIP OF ADMINISTRATION AND STAFF

A. Selection and Function of Chairman

51. How were you selected as chairman?

a. appointed by Dean _____

b. appointed by Dean and then approved by staff _____

c. elected by staff and then approved by Dean _____

d. elected by staff _____

52. a. Do you think that the method of your selection was the best one?

Yes _____ No _____

b. If No, please explain

_____

_____

_____

_____

53. Is your appointment

a. for an indefinite term of office _____

b. for a specified term of office _____

c. If b, for how many years is this term? _____

d. Also, if b, are you eligible for

(1) a second term _____

(2) a third term _____

(3) any number of subsequent terms _____

(4) who decides? _____

e. For how many years have you been chairman? _____

54. Are you recompensed for being chairman by

a. administrative time but no extra salary? _____

b. administrative time plus extra salary? _____

c. no administrative time but extra salary? _____

d. just the honor? _____

55. Are you regarded primarily as

a. a teacher with administrative duties? _____

b. an administrator with teaching duties? _____

c. a full-time administrator who does not teach? _____

d. a full-time teacher who also administers? _____

e. equally teacher and administrator _____

B. Recruitment of Staff

56. How are new members of the English staff recruited in your college?

a. mostly by the dean (or president), subject to your approval. _____

b. mostly by you, subject to the approval of the dean (or president). _____

c. sometimes by you, sometimes by the dean (or president), but subject to mutual approval. _____

d. mostly by the dean (or president). _____

e. mostly by you. _____

f. Whatever method, are appointments subject to final approval by a board of examiners or trustees? _____

Remarks, if any:

_____

_____

_____

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_____

57. What are minimum academic requirements for candidates to your staff? Please describe, indicating whether these minimums are prescribed by law or by the policy of your college.

_____

_____

_____

_____

_____

_____

58. a. Does your college afford tenure to a teacher at some point?

Yes _____ No _____

b. If Yes, describe just how a teacher achieves tenure.

_____

_____

_____

_____

59. Does your college classify teachers by professorial rank?

Yes _____ No _____

60. Have you found it more difficult to recruit adequately prepared, competent teachers during the last five years than in previous years?

Yes _____ No _____

61. Granted that you have a choice, what qualities and qualifications do you consider important in choosing a teacher? Check as many as are appropriate.

	Little Importance	Important	Very Important
a. Ph.D. in field	_____	_____	_____
b. Ed.D.	_____	_____	_____
c. M.A. in field	_____	_____	_____
d. training in linguistics	_____	_____	_____
e. desire to teach	_____	_____	_____
f. desire to engage in scholarship	_____	_____	_____
g. some course work in Education	_____	_____	_____
h. love for arts and literature	_____	_____	_____
i. understanding of difference between roles of 2-year and 4-year college	_____	_____	_____
j. ability to "fit in" with established staff	_____	_____	_____
k. field of literary specialization	_____	_____	_____
l. other			

_____

_____

_____

C. Nature of Staff

62. How many members are there on your staff?

a. full-time _____

b. part-time _____

63. If you have part-time instructors, are they

a. generally from a high school that has close ties with your college? _____

b. generally from a four-year college that has close ties with your college? _____

c. generally from nearby colleges or universities? _____

d. other than the above? Please specify.

_____

_____

_____

_____

64. Please classify your teachers with respect to total college teaching experience both in your own institution and elsewhere. Enter the number of teachers in each category.

a. First year _____

b. 2 to 5 years _____

c. 6 to 9 years _____

d. 10 to 14 years _____

e. 15 to 19 years _____

f. 20 to 24 years _____

g. 25 years or over _____

65. Please indicate the length of service of teachers in your own institution.

a. First year _____

b. 2 to 5 years _____

c. 6 to 9 years _____

d. 10 to 14 years _____

e. 15 to 19 years _____

f. 20 to 24 years _____

g. 25 years or over _____

66. If your college has been in existence for less than twenty-six years, what was the date of its founding? _____

67. Please indicate the number of teachers that fall into each of the following categories with respect to training.

a. B.A., but no M.A. ____

b. M.A. _____

c. Ten semester hours beyond the M.A. _____

d. Twenty semester hours beyond the M.A. _____

e. Thirty semester hours beyond the M.A. _____

f. Over thirty semester hours beyond the M.A. _____

g. Ph.D. _____

h. Ed.D. _____

68. How many members of your staff have published

a. professional material occasionally_____?

b. professional materials frequently _____?

c. creative writing occasionally _____?

d. creative writing frequently _____?

69. How many members of your staff belong to

a. the N.T.C.E. _____

b. the C.C.C.C. _____

c. the C.E.A. _____

d. the M.L.A. _____

e. the N.E.A.____

f. International Reading Association (I.R.A) ____

g. your state Educational association ____

h. Local professional organizations not affiliated with any of the above?

70. How often is your staff represented at national professional meetings (CCCC, NTCE, CEA, MLA, etc.)?

a. regularly _____

b. usually _____

c. occasionally _____

d. rarely _____

71. When members of your staff attend national professional meetings, what is the policy of your institution toward expenses?

_____

_____

_____

_____

_____

_____

_____

D. Teaching conditions

72. Do you feel that your staff has adequate office space?

Yes _____ No _____

73. How many contact hours is considered a full load for composition classes in your department?

a. 9 _____

b. 12 _____

c. 15 _____

d. 18 _____

e. other _____

74. What would you consider the ideal number of contact hours?

a. 9 _____

b. 12 _____

c. 15 _____

d. 18 _____

e. other _____

75. What is the maximum size

a. For composition classes

(1) 15 _____

(2) 20 _____

(3) 25 _____

(4) 30 _____

(5) 35 _____

(6) Other. Please explain briefly

_____

_____

_____

b. Remedial Reading

(1) 15 _____

(2) 20 _____

(3) 25 _____

(4) 30 _____

(5) 35 _____

(6) Other. Please explain briefly

_____

_____

_____

c. Remedial Writing

(1) 15 _____

(2) 20 _____

(3) 25 _____

(4) 30 _____

(5) 35 _____

(6) Other. Please explain briefly:

_____

_____

d. Literature

(1) 15 _____

(2) 20 _____

(3) 25 _____

(4) 30 _____

(5) 35 _____

(6) Other. Please explain briefly.

_____

_____

_____

IV

THE FUTURE

A. Your own situation

76. Have you made any study about how your graduates fare either in

a. vocations resulting from terminal training? Yes _____ No _____

b. senior colleges? Yes _____ No _____

If so

c. please summarize

_____

_____

_____

_____

_____

_____

_____

77. If you have made such studies, have they helped you to re-plan the curriculum? If you have not, is there a way you could suggest that the N.C.T.E.-C.C.C.C. might help you?

_____

_____

_____

78. a. In your own situation, do you anticipate a fairly immediate and extensive increase in enrollment?

Yes _____ No _____

b. If Yes, has your governing body done anything to prepare for this?

Yes _____ No _____

c. If Yes, please detail.

_____

_____

_____

_____

_____

_____

d. If No, or if the results of future plans are in doubt, have you considered second-best solutions--larger classes, lecture-discussion methods, etc.?

Yes _____ No _____

e. If Yes, please describe.

_____

_____

_____

_____

_____

_____

B. What help do you need?

79. After the results of this questionnaire are tabulated, studied, and reported, how do you think the N.T.C.E. and the C.C.C.C. could follow up the findings to help you most?

_____

_____

_____

_____

_____

_____

80. Can you suggest future research or practical developments that you feel would be of value to the teaching of English in the two-year college?

_____

_____

_____

_____

_____

_____

Your name _____

College _____

Address _____

Number of students in your college _____.

Day Enrollment _____

Evening Enrollment _____

NCTE-CCCC JOINT COMMITTEE ON
"ENGLISH IN THE TWO-YEAR COLLEGE"

Dear Fellow Teacher of English in the Junior College,

Last spring the Executive Committees of the National Council of Teachers of English and the Conference on College Composition and Communication voted to appoint a committee on "English in the Two-Year College". Its purpose is (a) to identify and study the unique problems of the two-year college and the ways in which NCTE and CCCC may assist teachers with these problems; (b) to prepare articles, bibliographies, and reports dealing with the teaching of junior college English for publication in College English and CCC Journal; and (c) to make recommendations to the Executive Committees of NCTE and CCCC concerning action which might be taken by both organizations to improve the teaching of English in the two-year college.

The committee has been at work for a number of months and is now trying to obtain information about English in the two-year college through a questionnaire. We earnestly request that you cooperate with us by giving serious attention to the enclosed copy of the questionnaire. The amount of time and effort required to answer so lengthy a document will be well compensated by the profile of English in two-year colleges which we will be able to contruct from such information and that obtained from English department chairmen. Please help us in preparing this report which will be made available to you in the pages of College English and CCC Journal. Such a report should be of inestimable value to us all in enabling us to see how our work lines up with English instruction in other junior colleges.

If you are engaged in any projects or experiments which could be described and reported on in the official publications under the auspices of this committee, or if you have bibliographical items which deal with solutions to the problem of teaching English in the two-year college, please note them on the back pages of the questionnaire.

Please feel free to enclose statements of your ideas which you think the questionnaire does not cover or does not treat adequately. We wish to find out as much as we possibly can, and though we have tried to cover the ground, we know that our own preconceptions may have interfered. If at times you feel that you can answer a question in terms of what your colleagues think and what you think, please give us both opinions and label them.

Please give your time and effort in this endeavor which we hope will improve English teaching in our type of college.

Sincerely yours,

Samuel Weingarten (Chicago City Junior College), Chairman

Frederick Kroeger (Flint Community College, Flint, Michigan), Associate-Chairman

P.S. You will notice that the last question on the questionnaire asks your name and your college. If anonymity will make your answers more free and informative, you do not have to tell us who you are.

NCTE-CCCC COMMITTEE ON ENGLISH IN THE TWO-YEAR COLLEGE

QUESTIONNAIRE FOR TEACHERS OF ENGLISH IN THE TWO-YEAR COLLEGE[1]

1. Do you usually teach (check as many as are appropriate)

   a. all composition courses? _____.

   b. some composition and some literature? _____

   c. Other. Please explain

   _____

   _____

   _____

   _____

2. How many preparations do you usually have?

   a. One _____

   b. Two _____

   c. Three ____

   d. Four _____

   e. Five ____

3. What is the total number of students in all of your classes taken together?

   a. Fewer than 50 _____

   b. 51 to 75 _____

   c. 76 to 100 _____

   d. 101 to 125 _____

   e. 126 to 150 _____

   f. over 150 _____

_____

[1]Since there is such a great diversity of organization amongst freshman English courses, this questionnaire could not possibly fit every situation. Whenever a question is not applicable to you, please explain on the back of the page. Learning about exceptions is just as important to us as learning about common practice.

4. What is the total number of students in your <u>composition</u> classes taken together?

   a. Fewer than 50 _____

   b. 51 to 75 _____

   c. 76 to 100 _____

   d. 101 to 125 _____

   e. 126 to 150 _____

   f. Over 150 _____

5. What is your normal number of contact hours with classes?

   a. 9 _____

   b. 12 _____

   c. 15 _____

   d. 18 _____

   e. Over 18 _____

6. What is the average size of your composition classes?

   a. 15 to 20 _____

   b. 21 to 25 _____

   c. 26 to 30 _____

   d. 31 to 35 _____

   e. 36 to 40 _____

   f. Over 40 _____ (please specify number.)

7. What would you regard as a reasonable teaching load?

   a. Total number of students _____

   b. Total number of students in composition _____

   c. Number of preparations _____

   d. Size of composition classes _____

   e. Size of literature classes _____

   f. Number of contact hours _____

   g. Number of conference hours _____

8. How many hours of conference do you have with students in an average month?

_____

9. Do you think this is adequate?

YES _____ NO _____

10. Do you feel that you have too much committee work?

YES _____ NO _____

About how many hours per week? _____

11. Do you feel that you have too much clerical work?

YES _____ NO _____

About how many hours per week? _____

12. Do you consider the facilities of your school adequate?

a. Condition of classrooms. YES _____ NO _____

b. Size of classrooms. YES _____ NO _____

c. Audio-Visual materials. YES _____ NO _____

d. Secretarial help. YES _____ NO _____

e. Office space. YES _____ NO _____

f. Library. YES _____ NO _____

13. Which of the following does the content of your composition course most resemble?

a. High school _____

b. Technical four-year college. _____

c. Liberal arts college. _____

d. None of the above. _____ (please explain.)

_____

_____

_____

_____

14. Do you teach grammar in your regular college transfer English course?

YES _____ NO _____

15. If YES, what approach is stressed?

a. Traditional _____

b. Structural linguistic _____

c. Transformational (generative) _____

d. Some compromise of a with b _____

e. Some compromise of a with c _____

f. Some compromise of b with c _____

16. If you had your choice, what approach to grammar would you stress?

a. Traditional _____

b. Structural linguistic _____

c. Transformational (generative) _____

d. Some compromise of a with b _____

e. Some compromise of a with c _____

f. Some compromise of b with c _____

17. If your department has a syllabus for each course, who made it?

a. a faculty committee? _____

b. the chairman? _____

c. a combination of a and b? _____

d. other (please comment)

_____

_____

_____

_____

18. If your department has no syllabi, how do you control course content?

_____

_____

_____

_____

19. Are your grading standards set or influenced by one or more of the following?

a. the department chairman? _____

b. faculty committees? _____

c. a grading chart? _____

d. a nearby college or university to which your students frequently transfer? _____

e. college policy (the community college philosophy)?

_____

f. other _____

_____

_____

20. Do you feel that a large percentage of the students in your regular composition college transfer classes were adequately prepared for college work in high school?

YES _____ NO _____

21. Do you get students in the regular classes who belong in the remedial classes in your opinion?

YES _____ NO _____

22. If your department offers remedial or sub-freshman composition, how effective do you think it is? _____%

23. Do you teach this course

a. regularly? _____

b. sometimes? _____

c. no _____

24. If your department offers remedial or reading improvement, how effective do you think it is? _____%

25. Do you teach this course

    a. regularly? _____

    b. sometimes? _____

    c. no _____

26. If your department offers an honors program, how effective do you think it is? _____%

27. Do you teach this course

    a. regularly? _____

    b. sometimes? _____

    c. no _____

28. Do you feel that you were adequately trained when you began freshman college teaching?

    YES _____ NO _____

29. Which of the following, if any, do you now feel you should have had more of? (Check as many as you wish)

    a. Methods courses _____

    b. Educational psychology _____

    c. Linguistics _____

    d. History of the English language _____

    e. Other (please list)

    _____

    _____

    _____

    _____

30. Does the staff have any influence or control over hiring, dismissal and tenure?

    YES _____ NO _____

31. What method of selecting departmental chairman do you think best?

    a. Elected by staff _____

    b. Selected by the dean (president) and approved by the staff. _____

    c. Appointed by the dean.(president) _____

    d. You may wish to comment.

    _____

    _____

    _____

    _____

    _____

32. In order to teach permanently, must you be certified

    a. by the state? _____

    b. by the city? _____

    c. by a junior college district? _____

    d. other (please explain)

    _____

    _____

    _____

33. What is the attitude of your institution toward your taking graduate courses in order to earn a higher degree, or to increase your competence?

    a. Encourages _____

    b. Discourages _____

    c. Is indifferent _____

34. Rate the following qualifications of a prospective teacher: (A) Very important; (B) Fairly important; (C) Unimportant

    a. Possession of a Ph.D. in English _____

    b. Possession of a Ph.D. or Ed.D. in English Education _____

    c. Possession of at least one, two, three, _____, years of experience at the college level

d. Some training in Educational Psychology, Language Arts Methods and Materials _____

e. Some training in Linguistics and the history of the language _____

f. Some training in Semantics _____

g. Some training in Logic _____

h. Some composition course work beyond Freshman English _____

i. An interest in teaching in a two-year college _____

j. An awareness of the different objectives of the two-year college and the four-year college or university _____

k. A willingness to become involved in teaching basic language arts _____

l. A keen interest in literature and fine arts _____

m. Others _____

_____

_____

35. What percent of the staff would you say had the ideal qualities you checked above? _____%

36. Do you feel that the educational philosophy of your institution is chiefly oriented toward

a. high school? _____

b. college? _____

c. Other (Please explain) _____

_____

_____

_____

37. Do you belong to any of the following organizations? (Check as many as are appropriate.)

a. MLA _____

b. NECT _____

c. CCCC _____

d. CEA _____

e. IRA _____

f. Speech Association _____

g. NEA _____

h. State or regional English association _____

i. Other (please name)

_____

_____

_____

_____

38. How many national professional meetings have you attended during the last five years?

a. none _____

b. 1 _____

c. 2 _____

d. 3 _____

e. 4 _____

f. 5 _____

g. more (state number) _____

39. What is the attitude of your administration toward your attending such meetings?

a. Approving _____

b. Disapproving _____

c. Indifferent _____

40. Does your administration pay your expenses for such attendance?

a. All _____

b. Part _____

c. None _____

41. If your answer is a or b, please explain the policy as you understand it.

_____

_____

42. How many local professional meetings have you attended during the past five years?

a. none _____

b. 1 _____

c. 2 _____

d. 3 _____

e. 4 _____

f. 5 _____

g. more (state number) _____

43. How would you define the <u>unique</u> problems of teaching English in the two-year college?

44. How do you think the National Council of Teachers of English and the Conference on College Composition and Communication can assist teachers with these problems?

45. What action do you think the NCTE and CCCC can take to improve the teaching of English in the two-year college?

46. Will you please give us your Name and degree(s):

_____

College _____

_____

_____

Years of full-time college teaching of freshman and sophomores. _____